

***Department of  
Career and Technical Education***

***Program Evaluation for Trade, Industry & Technical Education***

Local Education Agency (LEA):

Reporting\_Date

Completed\_By:

Instructor:

Administrator:

S = A Strength

M = Meets Expectations

I = Improvement Opportunity

NA = Not Applicable

**Standard One - Instructional Planning and Organization**

- 1 ) To what extent is a strategic plan in place and revised annually that addresses curriculum/technology updates, professional development and equipment/supplies acquisition? (Suggest reviewing strategic plan, instructional plans, inventory and
- 2 ) To what extent is a well-defined course description or syllabus on file with course objectives written in measurable terms that includes the teaching of employability and occupationally related skills? (Suggest reviewing course description or
- 3 ) To what extent is an instructional management system for monitoring and documenting student progress available and properly utilized? (Suggest reviewing instructional management system.)
- 4 ) To what extent is there evidence of students' attainment of objectives measured by an evaluation system that includes both school-based and work-site performance? (Suggest reviewing grading policy.)
- 5 ) To what extent is there evidence that basic academic skills (communication, math, science) are incorporated into instructional plans? (Suggest reviewing lesson plans.)
- 6 ) Describe the program's strengths for instructional planning and organization:
- 7 ) Describe the program's improvement opportunities for instructional planning and organization:

**Standard Two - Instructional Materials Utilization**

- 1 ) To what extent are individual, competency-based instructional materials provided each student and utilized appropriately? (Suggest reviewing instructional materials.)
- 2 ) To what extent does the curricula cover all tasks and program objectives in a competency-based format? (Suggest reviewing instructional materials.)
- 3 ) To what extent is a variety of up-to-date reference materials available and utilized to integrate problem-solving, critical-thinking, employability skills and decision-making concepts? (Suggest reviewing reference materials.)
- 4 ) To what extent is a filing system in place for easy access to instructional materials and program information? (Suggest reviewing filing system.)
- 5 ) Describe the program's strengths for instructional materials utilization:
- 6 ) Describe the program's improvement opportunities for instructional materials utilization:

**Standard Three - Instructional Personnel**

- 1 ) To what extent does the instructor hold the appropriate license/credential for his/her specific field? (Suggest reviewing instructor's license/credentials.)

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- 2 ) To what extent does the instructor participate in career-technical conferences, professional association conventions, college courses, professional development meetings or other types of training? (Suggest reviewing instructor's technological and professional growth activities for the past year.)
- 3 ) To what extent does the instructor maintain a plan for professional development in the content area, technology and instructional management? (Suggest reviewing instructor's professional improvement plans.)
- 4 ) To what extent does the instructor work cooperatively with other faculty to ensure that others are familiar with program's goals and objectives, activities, prerequisites and enrollment guidelines? (Suggest reviewing marketing plans and
- 5 ) To what extent does the instructor participate in educational and community activities? (Suggest reviewing instructor's community involvement.)
- 6 ) Describe the program's strengths for instructional personnel:
- 7 ) Describe the program's improvement opportunities for instructional personnel:

**Standard Four - Enrollment and Student-Teacher Ratio**

- 1 ) To what extent are efforts made to articulate students to other educational programs according to their interests and abilities/aptitudes? (Suggest reviewing articulation plans with appropriate key individuals.)
- 2 ) To what extent is criteria established for the selection/admission of students into program? (Suggest reviewing admission requirements for students.)
- 3 ) To what extent are students assessed and given appropriate support to assure their success in the program that meets their interest, choice and abilities? (Suggest reviewing enrollment policies and procedures.)
- 4 ) To what extent does the program have an articulation or cooperative enrollment agreement with other Postsecondary schools? (Suggest reviewing available agreements.)
- 5 ) Describe the program's strengths for enrollment and student-teacher ratio:
- 6 ) Describe the program's improvement opportunities for enrollment and student-teacher ratio:

**Standard Five - Equipment and Supplies**

- 1 ) To what extent is the program adequately equipped to support the independent study needs of the largest class of students? (Suggest observing equipment and training stations in relation to students' study needs.)
- 2 ) To what extent are equipment and/or supplies reflective of the program's goals and objectives? (Suggest reviewing curriculum and equipment.)

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- 3 ) To what extent is a current inventory of trainers, equipment and tools on file and updated annually? (Suggest reviewing equipment inventory.)
- 4 ) To what extent are there procedures and sufficient funds available for replacement or immediate repair of malfunctioning equipment and/or tools? (Suggest reviewing budget, policies and procedures and long-range plan and budget.)
- 5 ) Describe the program's strengths for equipment and supplies:
- 6 ) Describe the program's improvement opportunities for equipment and supplies:

**Standard Six - Instructional Facilities**

- 1 ) To what extent is storage space functional and sufficient for instructional materials, supplies, equipment and projects? (Suggest observing resources and how they are stored.)
- 2 ) To what extent is adequate office space provided that contains a computer, printer, software, telephone, desk, file cabinets and other necessary equipment? (Suggest observing office space.)
- 3 ) To what extent are facility size and the number of training stations adequate to ensure safety, supervision and quality education and training in relation to the program's objectives? (Suggest observing size and arrangement of classroom and the number of students per class. Review instructional plan in light of available facilities.)
- 4 ) To what extent is appropriate safety equipment (wash basin) available to students? (Suggest observing facility.)
- 5 ) To what extent is there adequate areas for the equipment and projects that are routinely serviced as part of the instructional content of the program? (Suggest reviewing facility.)
- 6 ) Describe the program's strengths for instructional facilities:
- 7 ) Describe the program's improvement opportunities for instructional facilities:

**Standard Seven - Safety and Sanitation Training and Practices**

- 1 ) To what extent is an annual program safety audit conducted? (Suggest reviewing safety plans, national industry standards and safety signage.)
- 2 ) To what extent is there a safety inspection report conducted by an outside agency or organization of file? (Suggest reviewing reports by OSHA, ND Workers Compensation, Fire Department, Insurance Company.)
- 3 ) To what extent are student safety tests and instructions on hazardous material handling and right-to-know retained on file to verify that appropriate training has taken place? (Suggest reviewing student safety tests and location of Material Safety Data Sheet.)

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- 4 ) Describe the program's strengths for safety and sanitation training and practices:
- 5 ) Describe the program's improvement opportunities for safety and sanitation training and practices:

**Standard Eight - Program Advisory Committee and Community Relations**

- 1 ) To what extent does the program's advisory committee meet as a group in scheduled meetings twice yearly, maintain minutes of each meeting, provide recommendations for program improvements and receive feedback on actions taken from recommendations? (Suggest reviewing most recent advisory committee minutes.)
- 2 ) To what extent does the advisory committee include representation from school personnel, local area career-technical school representatives, parents and appropriate community, business and industry personnel? (Suggest reviewing list of committee members.)
- 3 ) Describe the program's strengths for program advisory committee and community relations:
- 4 ) Describe the program's improvement opportunities for program advisory committee and community relations:

**Standard Nine - Career and Technical Student Organization**

- 1 ) To what extent is each student afforded the opportunity and encouraged to become an active member in a career and technical student organization (SkillsUSA-VICA) or an industry sponsored professional organization? (Suggest reviewing membership development and recruitment.)
- 2 ) To what extent are career and technical student organization activities an integral part of the instructional program in the attainment and balance of the primary program objectives? (Suggest reviewing how CTSO is incorporated into the instructional delivery system.)
- 3 ) To what extent is each CTSO member provided the opportunity to attend and participate in local, state and national leadership, career and personal development activities? (Suggest reviewing opportunities offered to members.)
- 4 ) Describe the program's strengths for career and technical student organizations:
- 5 ) Describe the program's improvement opportunities for career and technical student organizations:

**Standard Ten - Coordination Activities**

- 1 ) To what extent is appropriate documentation maintained to indicate that the instructor is actively involved with each work-based experience? (Suggest reviewing coordination activities and records.)
- 2 ) To what extent does the employer complete a written evaluation on the employed student(s)? (Suggest reviewing student files for documentation.)

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- 3 ) To what extent does administration support coordination activities by providing sufficient time and financial support? (Suggest reviewing administration support.)
- 4 ) To what extent have mentors, if applicable, attended appropriate mentorship training? (Suggest reviewing mentorship documentation.)
- 5 ) Describe the program's strengths for coordination activities:
- 6 ) Describe the program's improvement opportunities for coordination activities:

**Standard Eleven - Special Populations**

- 1 ) To what extent is your service area prepared to respond to the needs of special population students? (Suggest reviewing instructional methods and adaptations.)
- 2 ) To what extent is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)
- 3 ) To what extent are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities for special features or modifications to accommodate students with disabilities.)
- 4 ) To what extent does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of special population students? (Suggest reviewing minute of recent
- 5 ) To what extent has your service area been successful involving special populations in career and technical student organizations? (Suggest reviewing CTSO membership.)
- 6 ) Describe the program's strengths for special populations:
- 7 ) Describe the program's improvement opportunities for special populations:

**Standard Twelve - Educational Equity**

- 1 ) To what extent does the service area recruit and retain nontraditional students? Note: Equal access to your classroom is presumed. (Suggest reviewing classroom/laboratory environment, enrollment practices, enrollment and retention statistics and CTSO membership.)
- 2 ) To what extent does the service area ensure use of bias-free instructional materials? (Suggest reviewing texts, software and other media.)
- 3 ) To what extent does the service area's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)

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- 4 ) To what extent is the service area's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)
- 5 ) To what extent are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)
- 6 ) Describe the program's strengths for educational equity:
- 7 ) Describe the program's improvement opportunities for educational equity: